DOCUMENT RESUME

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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills in the language arts or social studies classroom related to accessing and using a variety of sources to answer a question or support a position. It begins with reference to the particular content standard addressed in the package, the educational level of the package (honors middle level), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) develop a chart showing the relationship between a selected topic and a number of sources of information; and (2) create a set of note cards from three sources that contain sufficient information to answer the questions or support the position, and then make an oral presentation explaining the answers to the questions. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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CS 510 078

Minnesota Department of Children, Families and Learning
Performance Package
Minnesota Profile of Learning

Content Standard: Inquiry M.2 ___√___ Honors Middle Level

Course: Language Arts or Social Studies _____ Partial

Title of Package/Activity: Finding Relevant Information _____ Required

Summary Statement of Content Standard:

Access and use a variety of sources to answer a question or support a position.

Description of Student Performances:

	Performance Record	Achievement*
Task 1: Develop a chart showing the relationship between a selected topic and a number of sources of information.	Date:	Grade:
Task 2: Create a set of note cards from three sources that contain sufficient information to answer the questions or support the position. Make an oral presentation explaining the answers to the questions or supporting the position.	Date:	Grade:
FINAL ACHIEVEMENT GRADE/RATING:		4 3 2 1

Task Management Skills:

Performance Record

Resource Management
- Access information efficiently and effectively
- Properly use and care for materials, equipment and facilities
- Share materials appropriately

Time Management
- Prioritize tasks and complete work according to a plan
- Monitor and adjust work plan when necessary
- Use time, space and movement efficiently
- Meet deadlines

Perseverance
- Focus on the task for appropriate length of time
- Continue to try despite frustrations, distractions and obstacles
- Attend to details and checks for errors

***Scoring Criteria**
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3- Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

PERFORMANCE PACKAGE TASK 1
Finding Relevant Information

Standard Code: Inquiry M.2 ___√___ Honors Middle Level

Topic: Locating Research Material _____ Partial

Amount of Time: 1 week _____ Required

Specific Statement(s) from the Standard:

What students should do:

1. Generate a question to be answered or a position to be supported through investigation
2. Use electronic media or other available means to access relevant information
3. Determine how to record and organize information
4. Gather information from multiple sources (e.g., print, media, or interviews with experts)

Product:

A chart showing the relationship between a selected topic and a number of sources of information.

Central Learning:

- Systematically apply skills with accuracy and precision to solve problems and/or accomplish a task.

Task Description:

1. Your group will be selecting a topic that interests you and that you are able to investigate related to your class. The first step in developing your topic is to find one or two sources of information that will give you a good deal of background information on it. These sources could be magazines, TV documentaries, reference books, or any other available source. Just read or watch them. Then try to think about how you can make your topic more focused. Choose one of these ways to do that:

   A. Is this a topic on which I should take a position for or against a significant idea?

   B. Is this a topic about which I need to find the answers to questions about parts of the topic?

   Some examples of topics you might use:

   Example One: Language Arts Class--Based on The Diary of Anne Frank, the persecution of the Jews by the Nazis. (This topic might be developed by asking two or three questions about parts of the issue, such as "When, where, how and why did the persecution take place? What happened to the Jews who were caught by the Nazis? How was this situation finally stopped?")

   Example Two: Geography Class--Select a European country and determine its position on uniting all of Europe into one country. Consider the following factors: natural resources, government, security, economy, culture, and physical geography. (This topic needs to be developed by finding facts on the subtopics and then taking a position that makes sense given the facts.)

2. The second step is to locate as many different sources as you can find that will help you support your position or answer your questions. Using the chart attached to this assignment, make a notation that relates each source to the question it may help you answer or to a reason to support your position. (See example.) You may find that you need to connect one source to more than one question or reason. Be sure to show the connections to all of the parts of the chart that are supported by the source. If a source seems to relate to the topic but doesn't relate to any of the questions you have asked or the position you are developing, make a notation on your chart but leave it disconnected from any of the questions.

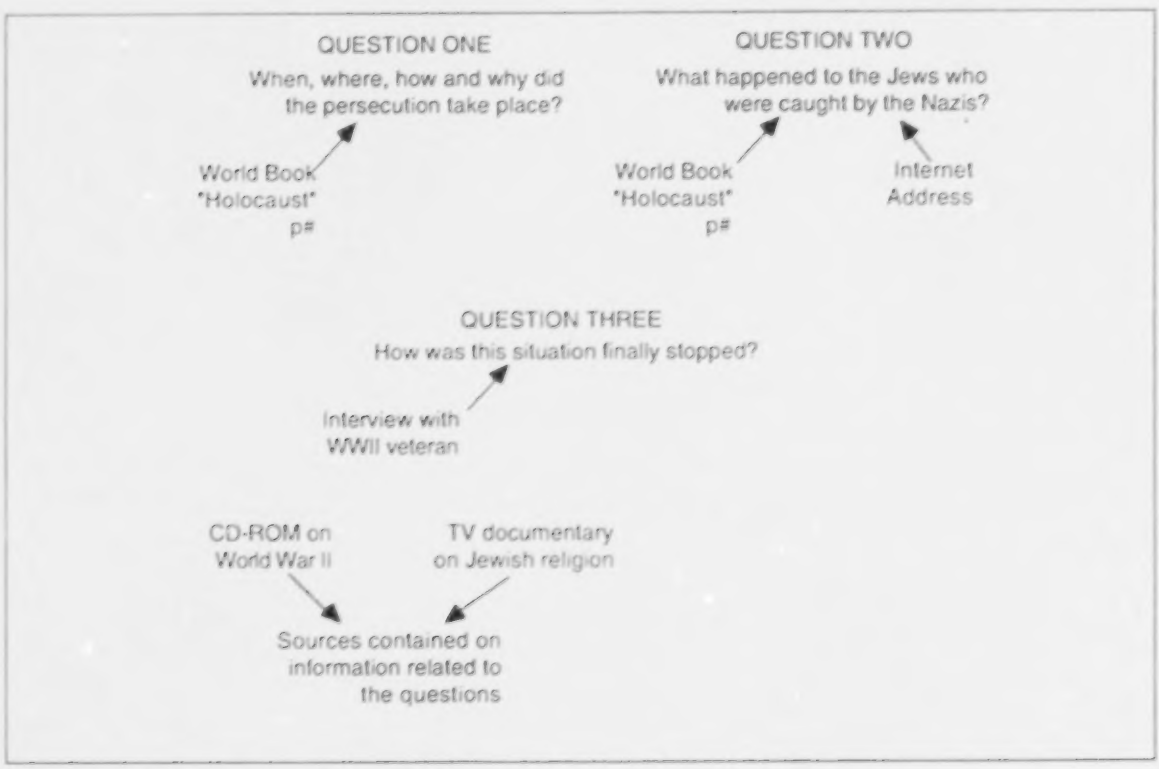
Description of Task, continued

The main part of this assignment is to explore all the kinds of information you have available to you. Be sure to use sources such as CD-ROM, X-PRESS, Internet, videotapes, Readers' Guide, encyclopedia, and Inf. Trace. If possible, find at least one expert on the topic to interview.

When you are finished, the chart should reveal which sources are most valuable to you in completing the project. Be sure that your chart shows specific information on the location of the source.

Sample chart (only partially complete):

TOPIC: Persecution of the Jews by the Nazis


QUESTION ONE
When, where, how and why did the persecution take place?
World Book "Holocaust" p#
QUESTION TWO
What happened to the Jews who were caught by the Nazis?
World Book "Holocaust" p#
Internet Address
QUESTION THREE
How was this situation finally stopped?
Interview with WWII veteran
CD-ROM on World War II
TV documentary on Jewish religion
Sources contained on information related to the questions

PERFORMANCE PACKAGE TASK 1
Finding Relevant Information

Task Management Skills:

Resource Management
- Access information efficiently and effectively
- Properly use and care for materials, equipment and facilities
- Share materials appropriately

Time Management
- Prioritize tasks and complete work according to a plan
- Monitor and adjust work plan when necessary
- Use time, space and movement efficiently
- Meet deadlines

Perseverance
- Focus on the task for appropriate length of time
- Continue to try despite frustrations, distractions and obstacles
- Attend to details and checks for errors

Special Notes:

Thea Holton research methods may be substituted for this procedure. The purpose of this assignment is to help students learn to focus the research topic. The teacher should provide guidance to make sure that the questions or reasons are not vague and can be answered or supported by research. Students will probably need to practice interviewing skills, including asking follow-up questions to probe for information.

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 1
Finding Relevant Information

E=Excellent
S=Satisfactory
N=Needs Improvement

Student		Teacher
_____	Topic relates to material studied in class.	_____
_____	Questions represent important aspects in understanding the topic.	_____
	OR	
_____	Reasons represent significant arguments that support the position taken.	_____
_____	Sources listed show a thorough search of all available information.	_____
_____	Student included an interview of an expert on the topic (if topic permits).	_____
_____	Completed chart shows connection between sources and questions or reasons.	_____
_____	Chart shows location information about each source.	_____
	OVERALL EVALUATION	_____

Notes following Performance:

ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK

PERFORMANCE PACKAGE TASK 2
Finding Relevant Information

Standard Code: Inquiry M.2 ___√___ Honors Middle Level

Topic: Locating Research Material _____ Partial

Amount of Time: 1 week _____ Required

Specific Statement(s) from the Standard:

What students should do:

3. Determine how to record and organize information
5. Evaluate the relevance of the information
6. Answer the question or support a position by synthesizing information

Product:

1. A set of note cards from three sources that contain sufficient information to answer the questions or support the position.
2. An oral presentation explaining the answers to the questions or supporting the position.

Central Learning:

Systematically apply skills with accuracy and precision to solve problems and/or accomplish a task.

Task Description:

1. By looking at your chart and remembering your sources, select the three sources that seem to meet the following criteria:
   - contain most useful information
   - were developed most recently or at a particularly appropriate time
   - were developed by the most expert people.

2. Carefully read or view your three sources and record information from them on note cards. Follow these directions:

   A. At the top of the card indicate which question or reason it relates to.

   B. Write the source, including the page number for printed material.

   C. Place information for only one idea on each card.

   D. If quoting, place the exact wording in quotation marks.

3. Sort the cards so that all of the cards relating to each question or reason are together. Then prepare an oral presentation for the class in which you explain the answer to each question or reason using the information on your cards. Be sure you do not just read the cards. The explanation should be in your own words using the information on the cards. If your presentation includes facts or data, be sure to use visual materials. Practice your presentation out loud. Turn in your chart and your sorted note cards at the time of your presentation.

PERFORMANCE PACKAGE TASK 2
Finding Relevant Information

Task Management Skills:

Resource Management
- Access information efficiently and effectively
- Properly use and care for materials, equipment and facilities
- Share materials appropriately

Time Management
- Prioritize tasks and complete work according to a plan
- Monitor and adjust work plan when necessary
- Use time, space and movement efficiently
- Meet deadlines

Perseverance
- Focus on the task for appropriate length of time
- Continue to try despite frustrations, distractions and obstacles
- Attend to details and checks for errors

Special Notes:

Teachers should check the chart and the selection of three sources before student proceeds to take notes. Suggest that chart, notes, and presentation be graded separately. The most important parts of the assignment are the chart and the notes, but a final presentation should also be graded so that students connect the process with the final product.

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 2
Finding Relevant Information

E=Excellent
S=Satisfactory
N=Needs Improvement

Student		Teacher
_____	Selected sources represent a variety of material (electronic, print, verbal).	_____
_____	Note cards show that directions for labeling and categorizing them have been followed.	_____
_____	There are enough note cards to create thorough answers to questions or reasons.	_____
_____	Notes are written in student's own words.	_____
_____	Presentation is an explanation of answers to questions or reasons in student's own words.	_____
_____	Explanation is clear.	_____
_____	Explanation is supported by enough information.	_____
_____	Effective visuals were used to present facts and data.	_____

_____ Presentation appears to have been practiced _____

OVERALL EVALUATION _____

Notes following Performance:

Special thanks to teachers from Annandale, Anoka-Hennepin, Dover-Eyota, Freshwater Education District, and Rosemount-Apple Valley-Eagan for their initial contribution.

ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK